

Reading progression from 0-5yrs (0-3, Nursery to the end of Reception)

0-3			Nursery			Reception		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
0-1yrs Introduce picture and texture books	0-1yrs Picture books with single words	0-1yrs One to one story time.	Listening and attention activities. Sound awareness activities.	RWI set 1 sounds introduced; 4 sounds each week. Oral blending/ fred talk		To read and blend set 1 RWI sounds. Read 1.1-1.5 using 'FOL' Paper dittie books	Red RWI books Introduce alien words. 1.1- 1.5 FIH 1.6 - 1.7 FOL Begin to read set 2 sounds (ay, ee, igh, ow, oo, oo)	Green RWI books Alien words. 1.1 - 1.7 FIH Begin to read set 2 sounds (ar, or, air, ir, ou, oy) ----- Purple RWI books Alien words Read set 2 sounds speedily (ar, or, air, ir, ou, oy)
1-2yrs Book corner, staff one to one story times	1-2yrs Story times, prompt words in book area Story sacks	1-2yrs Individual language groups, story and rhyme time						
2-3yrs Story times small language groups	2-3yrs Introduction to RWI set 1 sounds M A S D T							
By the start of Autumn 2 in Reception, children who are not yet blending receive daily 1:1 and mini pinny time. Sound awareness activities continue throughout the nursery year.								

Writing progression from 0-5yrs (0-3, Nursery to the end of Reception)

0-3			Nursery			Reception		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
0-1yrs Grasping activities i.e. adults finger	0-1yrs Introduce interactive toys with buttons and handles	0-1yrs Toys that can be manipulated and passed from hand to hand	Gross motor skill activities e.g. large body movements i.e. climbing activities, trim trail, tracing large patterns using large utensils - paint brushes. Fine motor skills activities e.g. threading beads, play dough	Fine motor skills activities e.g. mark making in shaving foam, using tweezers to transport pom poms	Mark making using chunky crayons, thick chalks and large marker pens	Hand hugger/triangle pencils used during weekly handwriting session. Mark making using chunky crayons, thick chalks and large marker pens	Thinner pens, coloured pencils and chinks available in provision	HB writing pencils used in provision to support children's transition to Key Stage 1
1-2yrs Exploring paint using whole body	1-2yrs Gross motor development soft play activities	1-2yrs Gross motor skills Streamers outdoors						
2-3yrs Sand tray activities using fingers and chunky paint brushes	2-3yrs Water play activities pouring and emptying jugs and containers	2-3yrs Threading activities using large beads						

Finger gym activities are used throughout 0-3, Nursery and Reception to support the child's individual needs

Communication and Language progression from 0-5yrs (0-3, Nursery to the end of Reception)

0-3 Listening and attention			Nursery			Reception		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
0-1yrs Interact with others by smiling, looking and moving.	0-1yrs Introduce new sounds i.e. singing	0-1yrs Locates the source of another's voice with accuracy	Listening and attention I can listen to others for a short time.	Listening and attention I can follow directions.	Listening and attention I can listen and respond to others.	Listening and attention Two-channelled attention, can listen and do for a short span.	Listening and attention I can listen and ask questions about what I've heard.	Listening and attention Children listen attentively in a range of situations, giving their attention to what others say and respond appropriately.
1-2yrs Will spend time at an activity for sustained time	1-2yrs Pays attention to dominant stimulus	1-2yrs Rigid attention May appear not to hear						

<p>2-3yrs Recognise s and responds to many familiar sounds e.g. knock at the door</p>	<p>2-3yrs Listens with interest to the noises adults make when they read stories</p>	<p>2-3yrs Shows an interest in play with sounds, songs and rhymes</p>						
<p>0-1yrs Recognise s parents/ carers voice</p>	<p>0-1yrs Able to distinguish between tones of voice</p>	<p>0-1yrs Stops and looks when hears own name</p>	<p>Understandin g Understand s 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).</p>	<p>Understandin g Responds to simple instructions.</p>	<p>Understandin g Beginning to understand 'how' and 'why' questions.</p>	<p>Understandin g Responds to instructions involving a two-part sequence.</p>	<p>Understandin g Understands and respond appropriately to questions.</p>	<p>Understandin g Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to</p>
<p>1-2yrs Child can understan d simple words in context e.g. milk, bowl, daddy</p>	<p>1-2yrs Child can give some named objects to adult on request</p>	<p>1-2yrs Performs simple actions on request</p>						

<p>2-3yrs Child beginning to understand longer phrases e.g. make teddy jump</p>	<p>2-3yrs Begins to understand familiar routine phrases e.g. get your coat and bag</p>	<p>2-3yrs Develops and understanding of simple concepts e.g. big/little</p>						<p>stories or events.</p>
<p>0-1yrs Uses guttural noises when content</p>	<p>0-1yrs Cries when uncomfortable or to get attention</p>	<p>0-1yrs Uses long repetitive strings of words e.g. dad-dad-dad</p>	<p>Speaking I can speak to someone I know.</p>	<p>Speaking I can retell a simple past event (went down slide, hurt finger).</p>	<p>Speaking Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p>	<p>Speaking Links statements and sticks to a main theme or intention.</p>	<p>Speaking Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately. They develop their own</p>
<p>1-2yrs Gestures and specific sounds used to get needs met</p>	<p>1-2yrs Child says approximately 10 words, these are not yet clear</p>	<p>1-2yrs Up to 20 single words used, these may not be clear</p>						

2-3yrs Beginning to join words together e.g. ball gone	2-3yrs Up to 50 single words used	2-3yrs Beginning to ask simple questions						narratives and explanations by connecting ideas or events.
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Physical Development progression from 0-5yrs (0-3, Nursery to the end of Reception)

0-3			Nursery			Reception		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>0-1yrs Reflex standing and walking when held on firm surface</p>	<p>0-1yrs Kicks vigorously legs alternating or together. Reaches out to grasp with both hands.</p>	<p>0-1yrs Can pull to standing holding a support. Uses palmer grasp and passes toys from hand to hand.</p>	<p>Moving and handling Children mount stairs, steps or climbing equipment using alternative feet. They draw lines and circles using gross motor movements.</p>	<p>Moving and handling Children run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Moving and handling Children begin to use anticlockwise movement and retrace vertical lines. They hold pencil near point between first two fingers and thumb and use it with good control. They can copy some letters from their name.</p>	<p>Moving and handling Children travel with confidence and skill around, under, over and through balancing and climbing equipment. They show preference for a dominant hand, beginning to form recognisable letters.</p>	<p>Moving and handling Children experiment with different ways of moving, negotiating space, adjusting speed or changing direction to avoid obstacles. They handle tools, objects, construction and malleable materials safely and with increasing</p>	<p>Moving and handling Children show good control an coordination in large and small movements. They move confidently negotiating spaces. They handle tools and equipment effectively, including pencils for writing.</p>
<p>1-2yrs Shuffles on bottom. Begins to mark make with whole hand grasp.</p>	<p>1-2yrs Takes first few steps independently. Begins to hold a book and turns pages.</p>	<p>1-2yrs Can push wheeled toy on a level surface. Picks up small objects between thumb</p>						

		and fingers.					control. They hold a pencil correctly to form recognisable letters.	
2-3yrs Will walk upstairs holding a rail. Thread large beads.	2-3yrs Preferred hand use half the time.	2-3yrs Snips paper with scissors.						
0-1yrs Anticipates food routines with interest.	0-1yrs Accepts bathing and care routine	0-1yrs Tries to grasp spoon when being fed	Health and self care Children can dress with help. They are able to wash and	Health and self care Children can attend to toileting needs They can	Health and self care Children show some understanding that good practises with regard	Health and self care Children show understanding of the need for safety when tackling new	Health and self care Children practice some appropriate safety measures	Health and self care Children manage their own basic hygiene and personal needs

<p>1-2yrs Beginning to hold own lidded cup</p>	<p>1-2yrs Beginning to hold own spoon and bring loaded spoon to mouth</p>	<p>1-2yrs Can co-operate with care giving routine</p>	<p>dry their hands.</p>	<p>tell an adult when they are hungry or tired.</p>	<p>to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p>challenges, and considers and manages some risks.</p>	<p>without direct supervision</p>	<p>including dressing and using the toilet independently.</p>
<p>2-3yrs Holds cup in one hand to drink.</p>	<p>2-3yrs Asks to use the potty progressing to toilet training.</p>							

PSHE progression from 0-5yrs (0-3, Nursery to the end of Reception)

0-3			Nursery			Reception		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>0-1yrs Responds To being tickled</p>	<p>0-1yrs Uses eye contact and facial expression to make contact with people</p>	<p>0-1yrs Learns that voice has an effect on others. Uses pointing and eye gaze to share an interest</p>	<p>Self confidence and self awareness Children can select and use activities and resources with help.</p>	<p>Self confidence and self awareness Children welcome and values praise for what they have done. They enjoy the responsibility of carrying out small tasks.</p>	<p>Self confidence and self awareness Children are confident to talk to other children when playing, communicating freely about home and community. They will ask for help</p>	<p>Self confidence and self awareness Children are confident to speak to others about their needs, wants, interests and opinions.</p>	<p>Self confidence and self awareness Children are confident to speak in a familiar group. They will share their ideas and choose their own resources.</p>	<p>Self confidence and self awareness Children are confident to try new activities. They will state what they like/do not like activities. Children will say if they do or do not need help.</p>
<p>1-2yrs Child uses gesture and sounds to get needs met</p>	<p>1-2yrs Becoming increasingly independent but needs support and feedback</p>	<p>1-2yrs Understands and plays with small world toys appropriately</p>						

<p>2-3yrs Separates from main carer with support and encouragement from a familiar adult.</p>	<p>2-3yrs Demonstrates sense of self as an individual.</p>	<p>2-3yrs Expresses own preference and interests</p>						
<p>0-1yrs Responds to main carers voice</p>	<p>0-1yrs Likes cuddles and being held, calms snuggles in and gazes at carers face</p>	<p>0-1yrs Shows reservation around strangers</p>	<p>Making relationships Children can play in a group, extending and elaborating play ideas. They initiate play, offering</p>	<p>Making relationships Children demonstrate friendly behaviour initiating conversations and forming good relationships</p>	<p>Making relationships Children initiate conversations, attend to and takes account of what others say.</p>	<p>Making relationships Children show sensitivity to others needs and feelings, and form positive relationships with adults</p>	<p>Making relationships Children play cooperatively, taking turns with others.</p>	<p>Making relationships Children play group games with rules. They resolve minor disagreements through listening to each other</p>

1-2yrs May need reassurance in new surroundings	1-2yrs Prefers to play alone with a familiar adult nearby	1-2yrs Explores new situations when supported by a familiar adult	cues to peers to join them.	with peers and familiar adults.		and other children.		to come up with a fair solution.
2-3yrs Child initiates and maintains eye contact with familiar and less familiar adults	2-3yrs Beginning to demonstrate simple turn taking	2-3yrs Will play alongside others						
0-1yrs Gives eye contact for an increasing amount of time	0-1yrs Cries in different ways to express different needs	0-1yrs Growing ability to comfort themselves	Managing feelings and behaviour Children are aware of own feelings, and know that	Managing feelings and behaviour Children can usually tolerate delay when	Managing feelings and behaviour Children understand that own actions	Managing feelings and behaviour Children are aware of the boundaries set and of	Managing feelings and behaviour Children adjust their behaviour to different	Managing feelings and behaviour Children know some ways to manage their

<p>1-2yrs Beginning to understand yes, no and some boundaries</p>	<p>1-2yrs Cooperates with care giving experiences</p>	<p>1-2yrs Aware of others feelings e.g. looks if someone is crying</p>	<p>some actions or words can hurt others feelings.</p>	<p>needs are not immediately met. They begin to accept the needs of others and take turns and share resources, sometimes with support.</p>	<p>affect other people.</p>	<p>behavioural expectations within the setting</p>	<p>situations, and take changes of routine in their stride.</p>	<p>feelings and are beginning to use these to maintain control. They can think before acting and wait for things they want.</p>
<p>2-3yrs Growing sense of will and determination</p>	<p>2-3yrs Responds to a few appropriate boundaries</p>	<p>2-3yrs Beginning to learn that somethings are theirs, some things are shared and somethings belong to other people.</p>						